

FAIRFOREST ELEMENTARY

3050 North Blackstock Road
Spartanburg, South Carolina 29301

GRADES K-5 Elementary School

ENROLLMENT 527 Students

PRINCIPAL Stephen Krawczyk 864-576-4886

SUPERINTENDENT Dr. Darryl Owings 864-576-4212

BOARD CHAIR Mr. Lynn Harris 864-576-4212

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

GOOD

Absolute Ratings of Elementary Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
17	53	9	1	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

YES

This school met 17 out of 17 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

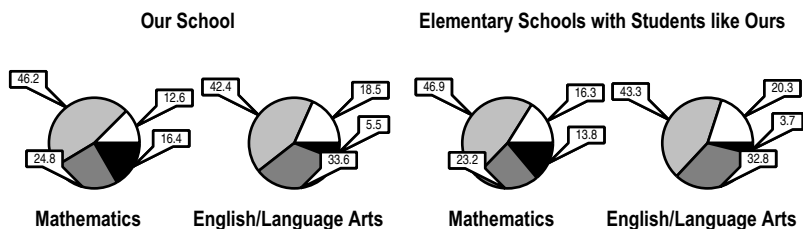
FOR MORE INFORMATION, VISIT WEBSITES AT:

WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	Good	Below Average	N/A
2002	Good	Unsatisfactory	N/A
2003	Good	Unsatisfactory	Yes
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS**Definition of Critical Terms**

	Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
	Proficient	Well prepared to work at next grade level; met expectations
	Basic	Met standards; minimally prepared, can go to next grade level
	Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	27	87	50
Percent satisfied with learning environment	100.0%	80.5%	88.0%
Percent satisfied with social and physical environment	100.0%	90.8%	85.4%
Percent satisfied with home-school relations	96.2%	87.4%	91.8%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	265	100.0	18.5	42.4	33.6	5.5	39.1	17.6
Gender								
Male	141	100.0	19.8	44.4	34.1	1.6	35.7	17.6
Female	124	100.0	17.1	39.6	33.3	9.9	43.2	17.6
Racial/Ethnic Group								
White	169	100.0	12.0	40.0	40.0	8.0	48.0	17.6
African-American	55	100.0	26.5	46.9	26.5	N/A	26.5	17.6
Asian/Pacific Islander	16	100.0	64.3	21.4	7.1	7.1	14.3	17.6
Hispanic	22	100.0	14.3	61.9	23.8	N/A	23.8	17.6
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	233	100.0	15.3	41.1	37.3	6.2	43.5	17.6
Disabled	32	100.0	41.4	51.7	6.9	N/A	6.9	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	265	100.0	18.6	41.9	33.9	5.5	39.4	17.6
English Proficiency								
Limited English proficient	11	100.0	45.5	45.5	9.1	N/A	9.1	17.6
Non-limited English proficient	254	100.0	17.3	41.8	35.1	5.8	40.9	17.6
Socio-Economic Status								
Subsidized meals	113	100.0	27.3	47.5	24.2	1.0	25.3	17.6
Full-pay meals	150	100.0	12.4	38.0	40.9	8.8	49.6	17.6

Mathematics								
All students	265	100.0	12.6	46.2	24.8	16.4	41.2	15.5
Gender								
Male	141	100.0	10.3	46.8	24.6	18.3	42.9	15.5
Female	124	100.0	15.3	45.0	25.2	14.4	39.6	15.5
Racial/Ethnic Group								
White	169	100.0	6.7	44.0	28.0	21.3	49.3	15.5
African-American	55	100.0	24.5	46.9	20.4	8.2	28.6	15.5
Asian/Pacific Islander	16	100.0	21.4	50.0	14.3	14.3	28.6	15.5
Hispanic	22	100.0	23.8	52.4	19.0	4.8	23.8	15.5
American Indian/Alaskan	3	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	233	100.0	8.6	44.5	28.2	18.7	46.9	15.5
Disabled	32	100.0	41.4	58.6	N/A	N/A	N/A	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	265	100.0	12.7	45.8	25.0	16.5	41.5	15.5
English Proficiency								
Limited English proficient	11	100.0	18.2	54.5	18.2	9.1	27.3	15.5
Non-limited English proficient	254	100.0	12.4	45.3	25.3	16.9	42.2	15.5
Socio-Economic Status								
Subsidized meals	113	100.0	16.2	49.5	23.2	11.1	34.3	15.5
Full-pay meals	150	100.0	10.2	43.1	26.3	20.4	46.7	15.5

PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	70	N/A	17.6	30.9	45.6	5.9	51.5
	Grade 4	88	N/A	14.8	45.5	35.2	4.5	39.8
	Grade 5	84	N/A	13.4	43.9	40.2	2.4	42.7
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	82	100.0	9.7	36.1	47.2	6.9	54.2
	Grade 4	90	100.0	26.0	40.3	27.3	6.5	33.8
	Grade 5	93	100.0	19.1	49.4	28.1	3.4	31.5
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics								
2002	Grade 3	70	N/A	20.6	47.1	19.1	13.2	32.4
	Grade 4	88	N/A	20.5	43.2	15.9	20.5	36.4
	Grade 5	84	N/A	11.0	29.3	32.9	26.8	59.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	82	100.0	5.6	50.0	25.0	19.4	44.4
	Grade 4	90	100.0	16.9	48.1	19.5	15.6	35.1
	Grade 5	93	100.0	14.6	41.6	29.2	14.6	43.8
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A

SCHOOL PROFILE

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n= 527)				
First graders who attended full-day kindergarten	N/A	N/A	N/A	N/A
Retention rate	2.2%	Up from 1.9%	2.5%	2.4%
Attendance rate	96.6%	Up from 93.5%	96.0%	95.9%
Meeting grade 1 and 2 readiness standards	N/A	N/A	N/A	N/A
Eligible for gifted and talented	19.1%	Down from 22.3%	20.4%	13.2%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	6.5%	Up from 6.2%	7.7%	8.0%
Older than usual for grade	0.6%	Up from 0.4%	0.8%	1.1%
Suspended or expelled	0.2%	Up from 0.0%	0.0%	0.0%

Teachers (n= 33)				
Teachers with advanced degrees	75.8%	Up from 72.7%	52.0%	50.0%
Continuing contract teachers	93.9%	Up from 87.9%	90.2%	85.3%
Highly qualified teachers	N/A	N/A	N/A	N/A
Teachers returning from previous year	90.1%	Up from 89.0%	88.4%	86.2%
Teacher attendance rate	97.2%	Down from 97.4%	95.4%	95.3%
Average teacher salary	\$45,187	Down 0.4%	\$40,633	\$39,909
Prof. development days/teacher	8.4 days	Up from 7.7 days	10.7 days	11.4 days

School				
Principal's years at school	1.0	Down from 16.0	5.0	4.0
Student-teacher ratio	22.8 to 1	Up from 21.4 to 1	19.1 to 1	18.9 to 1
Prime instructional time	93.6%	Up from 90.5%	90.0%	89.7%
Dollars spent per pupil*	\$5,646	Up 3.7%	\$5,678	\$5,892
Percent spent on teacher salaries*	68.5%	Down from 69.1%	66.5%	66.6%
Opportunities in the arts	Good	No change	Good	Good
Parents attending conferences	99.0%	No change	99.0%	99.0%
SACS accreditation	yes	N/A	yes	yes

* Prior year audited financial data are reported.

	Our District	State
Highly qualified teachers in low poverty schools	N/A	N/A
Highly qualified teachers in high poverty schools	N/A	N/A

Abbreviations for Missing Data							
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

Fairforest Elementary School is a true community school where children come first. Our community business partners, PTA and school community all work in conjunction to ensure that all children feel successful and valued. In 2002-2003, we became classified as a Title I school. We have a student body of 524 children. Our student population has grown more diverse throughout the year. We continue to see an increase in the number of students who receive free or reduced meals as well as an increase in the number of students whose primary language is not English. As a result we added a full time ESOL teacher to our staff.

Fairforest Elementary students, staff and parents focused on improving our reading skills this year. We were delighted with the success of our students. At the end of the year our students read nearly 33,000 books with a comprehension accuracy of 86%. Since the start of the school year, each grade level improved the class average reading level by at least 1.5 years.

The staff has continued to address the needs from our last accreditation visit. With the help of our PTA, we were able to substantially add to the classroom libraries of our homeroom teachers. Through ongoing staff development opportunities, the staff has received additional training in ways to better meet the needs of our students in the area of science. They also received additional training on the state writing rubric as well as on curriculum integration.

Throughout the year, the Fairforest Elementary staff and student body worked to make a difference in the lives of those around us. Our student government, our Junior Beta Club and our faculty proudly sponsored several community service learning projects. Some of the activities that were sponsored included: a Relay for Life team; a food drive; nursing home Easter project; and donations for the building of a new Spartanburg Arts Center.

Together with the support of our community, Fairforest Elementary School plans to continue to improve the programs offered to our students in order to help mold our students into knowledgeable, well-mannered and caring citizens.

Stephen Krawczyk
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.